



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Crossroads of Route 77 and Route 15, Indian Wells, AZ 86031

Holbrook Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Underperforming
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Robbie Koerperich  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : K-6  
 Web Address : [www.holbrook.k12.az.us](http://www.holbrook.k12.az.us)  
 Phone Number : (928) 654-3160  
 Fax Number : (928) 654-3162  
 E-mail : [koerp@holbrook.k12.az.us](mailto:koerp@holbrook.k12.az.us)

### Mission

"In a safe environment at Indian Wells, we will encourage and challenge all students to be committed to life long learning and reaching their full potential without leaving their cultural identity behind."

### School / Academic Goals

- ü Goal #1: To teach the Arizona Academic Content Standards so that all students can be successful and achieve mastery skills.
- ü Goal #2: To provide a positive learning environment in which all students may succeed.
- ü Goal #3: To increase the number of students meeting or exceeding the state standard on the AIMS reading, writing, and math.
- ü Goal #4: All students will be at grade level before exiting to the next grade.

### Enrollment

October 1, 2005 School Year Student Enrollment : 280  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- ü All Day Kindergarten
- ü K-6 Houghton Mifflin Reading
- ü K-6 Write Tools Writing/6-Trait Writi
- ü K-6 Everyday Math Program
- ü Reading Interventions in K-6
- ü Computer Classes
- ü Music Classes
- ü Physical Education Classes

## Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Indian Wells provides parents with information that will help their child succeed in school. Parents are provided with conference dates, weekly news, concise report cards, and information that will assist with their child's education.

### Parents

It is the parents responsibility to ensure that their child attends school daily. The more involved parents can be in their child's education and support what the school is doing, the more successful the child will be.

## Transportation Policy

Indian Wells provides transportation to and from the designated bus stops. We currently provide routes from the Dilcon area, Greasewood area, Whitecone/Jeditto area; as well as to the Reservation line.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Performing Plus Status for AZ LEARNS	2006

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	140	80010	95	97	99	421	442	447	17	10	10	32	21	18	46	56	53	5	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	72	38935	93	99	99	440	445	447	NA	6	9	31	18	19	62	65	55	8	11	17
Male	28	68	40974	97	96	98	413	439	448	25	15	11	32	24	18	39	47	52	4	15	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	--	17	34545	--	100	99	--	448	432	--	NA	14	--	18	24	--	76	53	--	6	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	41	84	3979	95	95	96	421	429	424	17	12	17	32	27	30	46	55	47	5	6	6
White	--	37	35142	--	100	99	--	466	465	--	11	5	--	8	11	--	54	56	--	27	28
Students with Disabilities	NC	15	10161	NC	83	93	NC	405	419	NC	40	28	NC	33	28	NC	27	36	NC	NA	8
Students without Disabilities	35	125	69849	100	99	100	427	446	451	11	6	7	31	19	17	51	60	56	6	14	19
Limited English Proficient Students	10	16	14013	100	89	97	NA	407	413	NA	25	24	NA	56	34	NA	13	39	NA	6	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	34	116	39029	94	97	98	422	438	432	18	11	14	26	20	25	53	59	52	3	9	9
Non-Economically Disadvantaged	NC	24	40981	NC	96	100	NC	459	462	NC	4	6	NC	25	13	NC	42	54	NC	29	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	138	79438	95	96	98	432	448	451	17	6	9	27	28	24	56	62	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	71	38775	93	97	99	459	456	457	NA	NA	7	15	21	22	85	75	58	NA	4	13
Male	28	67	40560	97	94	97	420	439	446	25	12	12	32	34	25	43	49	54	NA	4	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	--	17	34297	--	100	98	--	448	434	--	6	14	--	12	31	--	82	50	--	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	41	82	3940	95	93	95	432	436	429	17	9	14	27	33	36	56	59	47	NA	NA	3
White	--	37	34887	--	100	98	--	472	471	--	NA	4	--	24	15	--	62	63	--	14	18
Students with Disabilities	NC	14	9588	NC	78	88	NC	410	416	NC	29	30	NC	36	32	NC	36	34	NC	NA	5
Students without Disabilities	35	124	69850	100	98	100	439	452	456	9	3	7	31	27	23	60	65	59	NA	5	12
Limited English Proficient Students	10	15	13856	100	83	96	NA	425	407	NA	20	27	NA	40	43	NA	40	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	34	114	38685	94	96	97	429	443	435	21	7	14	24	29	32	56	61	50	NA	3	5
Non-Economically Disadvantaged	NC	24	40753	NC	96	99	NC	472	467	NC	NA	5	NC	21	16	NC	67	62	NC	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	140	79971	95	97	99	397	417	423	10	10	8	49	38	41	41	51	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	71	38974	93	97	99	435	435	437	NA	6	5	38	28	33	62	66	57	NA	NA	4
Male	28	69	40895	97	97	98	379	398	410	14	14	10	54	48	47	32	35	41	NA	3	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	--	17	34481	--	100	99	--	436	410	--	6	10	--	35	46	--	59	43	--	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	41	84	3995	95	95	96	397	409	409	10	11	10	49	42	47	41	48	42	NA	NA	1
White	--	37	35150	--	100	99	--	424	437	--	11	5	--	30	35	--	54	56	--	5	5
Students with Disabilities	NC	15	10258	NC	83	94	NC	329	377	NC	40	23	NC	53	51	NC	7	25	NC	NA	1
Students without Disabilities	35	125	69713	100	99	100	411	427	429	6	6	5	46	36	39	49	56	52	NA	2	3
Limited English Proficient Students	10	17	13985	100	94	97	NA	385	382	NA	18	18	NA	41	54	NA	41	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	34	116	38994	94	97	98	395	411	409	9	11	10	56	43	47	35	45	41	NA	1	1
Non-Economically Disadvantaged	NC	24	40977	NC	96	100	NC	446	437	NC	4	5	NC	13	34	NC	79	56	NC	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	125	80147	91	96	99	436	470	482	30	12	11	40	27	17	30	43	49	NA	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	62	39281	100	97	99	437	468	483	33	13	9	40	27	17	27	44	50	NA	16	24
Male	15	63	40780	83	95	98	436	473	482	27	11	12	40	27	17	33	43	48	NA	19	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	--	24	33494	--	100	99	--	477	466	--	4	15	--	25	23	--	46	49	--	25	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	30	60	4117	91	95	96	436	448	456	30	23	19	40	32	27	30	40	46	NA	5	8
White	--	36	36122	--	95	99	--	502	501	--	NA	5	--	19	10	--	47	50	--	33	35
Students with Disabilities	NC	21	10295	NC	84	92	NC	445	443	NC	29	33	NC	33	26	NC	19	33	NC	19	8
Students without Disabilities	24	104	69852	100	99	100	442	475	488	25	9	7	42	26	16	33	48	51	NA	17	26
Limited English Proficient Students	NC	15	12722	NC	83	97	NC	422	441	NC	47	27	NC	20	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	30	94	38371	91	95	97	436	458	465	30	16	15	40	29	23	30	43	49	NA	13	13
Non-Economically Disadvantaged	--	31	41776	--	100	100	--	508	498	--	NA	6	--	23	11	--	45	49	--	32	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	124	79686	91	95	98	440	463	470	17	7	11	43	35	24	40	52	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	62	39163	100	97	99	444	465	475	13	10	9	47	32	22	40	50	60	NA	8	10
Male	15	62	40438	83	94	97	436	462	465	20	5	13	40	37	25	40	53	54	NA	5	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	--	24	33299	--	100	98	--	469	452	--	8	17	--	29	32	--	54	47	--	8	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	30	59	4087	91	94	96	440	444	446	17	12	16	43	47	38	40	39	44	NA	2	2
White	--	36	35914	--	95	98	--	490	489	--	NA	5	--	19	15	--	67	67	--	14	14
Students with Disabilities	NC	20	9808	NC	80	87	NC	430	432	NC	25	35	NC	50	32	NC	25	30	NC	NA	3
Students without Disabilities	24	104	69878	100	99	100	449	470	475	8	4	8	42	32	23	50	57	61	NA	8	9
Limited English Proficient Students	NC	14	12594	NC	78	96	NC	416	422	NC	29	34	NC	64	45	NC	7	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	30	93	38095	91	94	97	440	451	452	17	10	17	43	42	32	40	47	48	NA	1	3
Non-Economically Disadvantaged	--	31	41591	--	100	99	--	499	486	--	NA	6	--	13	16	--	65	65	--	23	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	125	80372	91	96	99	458	478	475	NA	1	4	63	38	30	37	61	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	63	39452	100	98	99	471	485	488	NA	NA	3	53	32	22	47	68	72	NA	NA	3
Male	15	62	40836	83	94	98	445	471	464	NA	2	6	73	44	37	27	53	56	NA	2	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	--	24	33608	--	100	99	--	488	462	--	NA	6	--	21	36	--	75	57	--	4	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	30	59	4128	91	94	97	458	463	464	NA	2	4	63	51	39	37	47	56	NA	NA	1
White	--	37	36213	--	97	99	--	492	489	--	NA	2	--	30	22	--	70	72	--	NA	3
Students with Disabilities	NC	20	10526	NC	80	94	NC	447	427	NC	5	15	NC	55	53	NC	40	31	NC	NA	1
Students without Disabilities	24	105	69846	100	100	100	468	484	482	NA	NA	3	58	34	26	42	65	69	NA	1	2
Limited English Proficient Students	NC	14	12747	NC	78	97	NC	425	432	NC	7	12	NC	86	52	NC	7	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	30	94	38521	91	95	98	458	471	461	NA	1	6	63	44	38	37	54	55	NA	1	1
Non-Economically Disadvantaged	--	31	41851	--	100	100	--	500	489	--	NA	3	--	19	22	--	81	72	--	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	145	79306	100	100	99	486	516	504	5	7	13	35	15	20	54	54	49	5	23	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	68	38845	100	100	99	492	522	505	NA	6	11	41	15	20	53	51	50	6	28	18
Male	20	77	40383	100	100	98	482	511	504	10	8	14	30	16	19	55	57	47	5	19	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	--	19	32673	--	100	99	--	518	487	--	16	18	--	NA	25	--	58	46	--	26	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	37	78	4034	100	100	97	486	497	479	5	5	22	35	23	29	54	64	43	5	8	7
White	--	43	36234	--	100	99	--	555	523	--	2	6	--	7	13	--	40	52	--	51	28
Students with Disabilities	NC	12	10286	NC	100	91	NC	478	462	NC	25	41	NC	25	27	NC	42	27	NC	8	5
Students without Disabilities	33	133	69020	100	100	100	490	520	510	3	5	9	33	14	18	58	56	52	6	25	21
Limited English Proficient Students	NC	13	10291	NC	100	96	NC	469	458	NC	15	38	NC	46	34	NC	38	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	102	37437	100	98	97	483	503	486	6	8	19	38	19	26	53	60	46	3	14	9
Non-Economically Disadvantaged	NC	43	41869	NC	100	100	NC	547	521	NC	5	7	NC	7	14	NC	42	51	NC	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	145	79000	100	100	98	471	490	489	3	3	10	57	31	24	38	59	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	68	38774	100	100	99	484	498	494	NA	1	7	35	24	22	59	63	61	6	12	10
Male	20	77	40150	100	100	98	459	483	485	5	4	12	75	38	25	20	56	55	NA	3	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	--	19	32508	--	100	98	--	498	472	--	5	15	--	16	33	--	79	49	--	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	37	78	4016	100	100	96	471	474	467	3	3	14	57	47	37	38	47	46	3	3	2
White	--	43	36135	--	100	98	--	519	508	--	NA	4	--	5	14	--	77	67	--	19	15
Students with Disabilities	NC	12	9991	NC	100	88	NC	460	449	NC	8	33	NC	50	36	NC	42	29	NC	NA	2
Students without Disabilities	33	133	69009	100	100	100	474	493	495	3	2	6	52	29	22	42	61	62	3	8	10
Limited English Proficient Students	NC	13	10199	NC	100	95	NC	442	439	NC	15	35	NC	77	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	102	37234	100	98	97	467	482	472	3	3	15	59	38	33	38	55	50	NA	4	3
Non-Economically Disadvantaged	NC	43	41766	NC	100	99	NC	509	505	NC	2	5	NC	14	16	NC	70	65	NC	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	145	79611	100	100	99	515	500	496	5	4	7	19	41	37	76	54	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	68	39016	100	100	99	534	519	511	NA	1	4	18	25	29	82	72	66	NA	1	1
Male	20	77	40519	100	100	98	498	482	482	10	6	10	20	55	44	70	39	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	--	19	32855	--	100	99	--	507	481	--	NA	10	--	26	43	--	74	47	--	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	37	78	3992	100	100	96	515	499	478	5	4	10	19	42	46	76	54	44	NA	NA	0
White	--	43	36380	--	100	99	--	505	511	--	2	4	--	47	30	--	49	65	--	2	1
Students with Disabilities	NC	12	10664	NC	100	94	NC	473	440	NC	8	23	NC	50	54	NC	42	22	NC	NA	1
Students without Disabilities	33	133	68947	100	100	100	517	502	504	6	4	4	18	40	34	76	56	61	NA	1	1
Limited English Proficient Students	NC	13	10362	NC	100	97	NC	491	438	NC	8	22	NC	38	57	NC	54	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	32	102	37626	100	98	98	512	494	479	6	5	10	19	43	45	75	52	45	NA	NA	0
Non-Economically Disadvantaged	NC	43	41985	NC	100	100	NC	514	511	NC	2	4	NC	35	30	NC	60	65	NC	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	154	79327	95	98	98	490	509	518	30	21	19	27	25	20	43	42	46	NA	12	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	69	38961	100	100	98	493	512	520	41	20	16	NA	19	20	59	48	48	NA	13	16
Male	20	85	40295	91	97	97	488	506	516	20	21	21	50	31	19	30	36	44	NA	12	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	--	22	32327	--	100	98	--	517	499	--	14	27	--	23	25	--	50	41	--	14	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	37	91	4391	95	97	96	490	493	489	30	25	32	27	31	27	43	41	36	NA	3	4
White	--	37	36373	--	100	98	--	534	538	--	16	10	--	16	14	--	35	52	--	32	25
Students with Disabilities	NC	21	9321	NC	88	87	NC	450	467	NC	67	54	NC	29	22	NC	5	21	NC	NA	3
Students without Disabilities	33	133	70006	100	100	100	493	518	524	27	14	14	24	25	19	48	47	49	NA	14	18
Limited English Proficient Students	NC	14	9431	NC	88	95	NC	451	466	NC	79	53	NC	14	27	NC	7	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	34	117	37097	94	98	97	493	499	498	26	24	27	26	29	25	47	41	41	NA	6	7
Non-Economically Disadvantaged	NC	37	42230	NC	100	99	NC	540	535	NC	11	11	NC	14	15	NC	43	50	NC	32	24

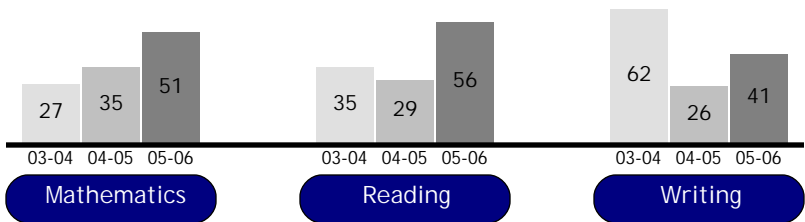
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	154	79501	95	98	98	474	490	497	11	9	10	43	29	25	46	59	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	69	39062	100	100	99	482	495	502	NA	4	8	41	25	23	59	70	64	NA	1	5
Male	20	85	40368	91	97	98	467	485	491	20	13	13	45	33	27	35	51	57	NA	4	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	--	22	32389	--	100	98	--	496	478	--	14	16	--	14	34	--	68	48	--	5	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	37	91	4401	95	97	96	474	476	473	11	10	17	43	43	40	46	47	43	NA	NA	1
White	--	37	36446	--	100	99	--	515	516	--	5	4	--	8	15	--	78	73	--	8	7
Students with Disabilities	NC	21	9411	NC	88	88	NC	440	453	NC	48	36	NC	38	36	NC	14	26	NC	NA	1
Students without Disabilities	33	133	70090	100	100	100	480	498	502	3	3	7	45	28	24	52	66	65	NA	3	5
Limited English Proficient Students	NC	14	9401	NC	88	94	NC	440	443	NC	36	40	NC	57	46	NC	7	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	34	117	37183	94	98	97	477	481	479	9	10	16	41	34	34	50	56	49	NA	NA	1
Non-Economically Disadvantaged	NC	37	42318	NC	100	99	NC	516	513	NC	5	5	NC	14	17	NC	70	70	NC	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	155	80000	95	99	99	546	559	564	NA	3	3	22	14	11	73	73	75	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	69	39288	100	100	99	569	581	579	NA	1	2	NA	3	6	88	81	77	12	14	16
Male	20	86	40644	91	98	98	527	542	549	NA	5	4	40	23	15	60	66	74	NA	6	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	--	22	32672	--	100	99	--	563	548	--	5	4	--	14	14	--	73	76	--	9	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	37	92	4424	95	98	97	546	551	549	NA	3	3	22	15	14	73	74	77	5	8	5
White	--	37	36602	--	100	99	--	572	579	--	3	2	--	14	7	--	73	75	--	11	16
Students with Disabilities	NC	21	9919	NC	88	93	NC	489	505	NC	10	9	NC	43	35	NC	48	54	NC	NA	2
Students without Disabilities	33	134	70081	100	100	100	556	570	571	NA	2	2	15	10	7	79	77	79	6	11	12
Limited English Proficient Students	NC	15	9571	NC	94	96	NC	511	502	NC	7	10	NC	20	29	NC	73	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	34	118	37534	94	98	98	548	553	547	NA	4	4	18	16	15	79	71	76	3	8	5
Non-Economically Disadvantaged	NC	37	42466	NC	100	100	NC	580	578	NC	NA	2	NC	8	7	NC	78	75	NC	14	16

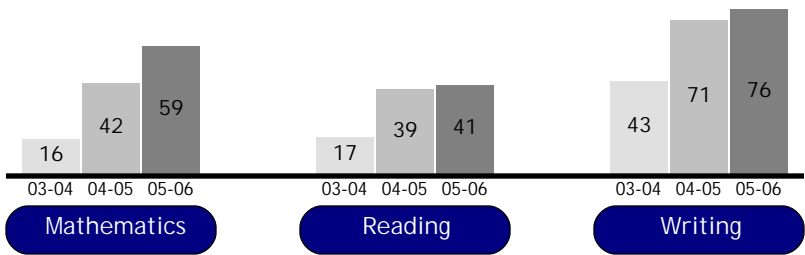
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	38	NA	58	94	41	43	47	96	39	46	46
	Language	94	17	33	50	94	36	41	47	96	39	48	48
	Mathematics	94	52	56	64	94	39	47	50	96	37	48	52
3	Reading	100	21	NA	55	100	24	42	44	95	35	44	46
	Language	100	33	54	61	100	20	41	44	95	32	39	46
	Mathematics	100	37	59	61	100	32	46	51	95	39	52	52
4	Reading	98	31	NA	56	100	26	46	48	91	34	46	52
	Language	98	30	43	52	100	27	44	49	91	34	48	52
	Mathematics	98	46	53	61	100	25	46	53	91	32	50	58
5	Reading	100	21	NA	55	100	34	46	50	100	44	59	56
	Language	100	20	33	49	100	30	40	50	100	34	56	54
	Mathematics	100	37	51	63	100	33	44	49	100	39	58	52
6	Reading	100	30	NA	56	100	41	43	51	95	41	50	56
	Language	100	23	36	48	100	30	35	47	95	28	39	50
	Mathematics	100	50	54	66	100	36	41	52	95	43	48	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Indian Wells Elementary

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 2 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Parent/School Relations
- Ü Academic Advisory Council
- Ü Sounding Board for New School Issues
- Ü Community Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	22.00
Other Professional Staff	1.50	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	0	0	0
10 or more years	5	3	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	18%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab w/ 28 thin client computers
- Ü Library
- Ü Gymnasium
- Ü On-Site Cafeteria

### Extracurricular Activities

- Ü After School Tutoring Program
- Ü Junior Varsity Athletics
- Ü Music Programs
- Ü 5th and 6th Grade Instrumental Music
- Ü After School Clubs

### Social Services

- Ü Full-Time Nurse
- Ü Counselor Services
- Ü Speech Services
- Ü Special Education Services

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Indian Wells has been featured on the PBS Show SciFiles. Students performed experiments to air on television.
- ü Indian Wells has been published in Educator's Notebook for Family Involvement.
- ü Over 75% of last year's 5th and 6th grade students met the standards on the AIMS writing.
- ü Indian Wells Elementary's AIMS test scores have increased between 5-10% annually since the beginning of our school in 2002.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	84	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Indian Wells Elementary has emergency policies in place for unexpected occurrences. Emergency procedures are routinely practiced to ensure that students and faculty are prepared in case of an emergency.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Robbie Koerperich	(928) 654-3160
Transportation Policy	Carolee DeWitt	(928) 524-6192
Community Resources	Ella Clark	(928) 654-3160
School Nutrition Programs	Sunny Obren	(928) 524-6144
Parent Organization		
Student Health/Nurse	Stephanie Bifano	(928) 524-6138

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.